

## SHIPPING AND MAIL

## MAILS

## Inter-Island Mails

Regular mail leaves Lihue on Tuesday and Saturday at 5 p. m. Regular mail arrives from Honolulu Wednesday and Friday morning. During sugar season mail is frequently sent and brought by steamers making extra trips between regular mail days. On days when the coast mail is due, the mail boat due on Friday, will lay over and come in on Saturday morning instead.

## MAILS CLOSE

Registered mail closes on mail days, at four o'clock sharp. Ordinary mail, at half past four.

## OVERLAND MAIL

Mail for island offices, leaves Lihue on Monday, Wednesday and Friday mornings at six o'clock. Except, however, in cases when the coast mail delays the Friday boat, then the mail will leave on Saturday at 6 a. m.

## INTER-ISLAND VESSELS.

## For Kauai Ports

W. G. Hall, I. I. S. N. Co., every Thursday.

Kihun, I. I. S. N. Co., every Tuesday.

## Kau and Kona Ports

Mauna Loa, I. I. S. N. Co., alternate Tuesdays and Fridays.

## For Molokai and Maui

Mikahala, every Tuesday.

## For Maui and Hawaii Ports.

Mauna Kea, I. I. S. N. Co., every Tuesday.

Claudine I. I. S. N. Co., every Friday.

## PORT ALLEN SHIPPING

The Hiloman and Lurline carry passengers, leaving directly for the coast, the fare one way or round trip, being the same as that from Honolulu.

## Marine Intelligence

HAWAIIAN ISLANDS—Maui Island—N. E. side—Wailuku Coast—Spartan Reef Bell Buoy, 1, out of position, 1200 feet to windward of Kahului Breakwater, will be replaced as soon as practicable.

List of Buys, etc., 12th Sub-district, 1909, p. 13. C. & G. S. Chart, 4116.

By order of the Commission of Lighthouses:

LEO SAHM,

Lieutenant, U. S. N.,  
Inspector, 19th L. H. District.

## LIHUE SUNDAY CHURCH

## CALENDAR FOR 1911

Lihue Union Church, Foreign—Rev. J. M. Lydgate, pastor.

Church Service 11 a. m. Except the last Sunday of the month. Sunday School 10:30 a. m.

Lihue First Church, Hawaiian—Rev. Wm. Kamau, pastor.

Church Service 11 a. m. Sunday School 10 a. m.

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DIAMONDS

## Passengers Arrived

Per Steamer Kihun, Wednesday morning, Nov. 22. A. B. Salva, A. Gatt, Mrs. H. D. Stogitt and, Miss Mable Wilcox, J. A. Bolch, R. G. Henderson, L. L. and wife, A. S. Prescott, H. H. McArthur, F. Weber and wife, E. E. Mahum and wife, M. S. Hume, H. L. White, J. W. White, D. Klusman,

## Forestry in Public Schools

(In connection with the school garden movement promoted in Hawaii by Professor MacCanghey and others, the following extracts from Farmers' Bulletin 423 of the U. S. Department of Agriculture, under the above title, ought to prove of great interest in this Territory. The technical parts of the treatise deals mostly with trees that are not suitable for the Hawaiian soil and climate. If, however, the matter of forest nurseries for schools be taken up here, the Territorial Bureau of Forestry, together with the College of Hawaii and the Hawaii Experiment Station, may be relied on to furnish the technical directions to teachers and pupils which may be required.)

## INTRODUCTION.

In recent years there has been evident a decided movement toward the introduction of nature study and elementary agriculture into the regular work of the public schools. One of the most popular and interesting features of this movement has been the school garden. The large number of schools, both rural and city, which have established gardens, and the volume of literature which has been contributed on this subject, attest the importance and success which the school garden has achieved in the educational world.

Hitherto most school gardens have been devoted exclusively to the growing of common garden vegetables and flowering plants, with here and there the introduction of new species as an additional incentive to interest. One of the chief difficulties encountered has been that most of the plants and vegetables suitable for cultivation and demonstration purposes required by the school work mature or reach their most interesting stages at a season when the school is ordinarily closed for vacation. Another thing which has tended to make much school-garden work somewhat unsatisfactory is that after the work is once done no visible, tangible results are evident, and apparently no lasting good is accomplished other than the instruction given and the knowledge of plant life which may have been acquired.

A school nursery for the propagation of forest trees offers an interesting variation from the usual type of gardening and at the same time overcomes the difficulties just mentioned. The crop of the forest nursery is one which does not disappear with the close of the season, but instead the young trees need only to be transferred from the nursery bed to some new location on lawns or school grounds to become permanent evidence of the work done and a lasting tribute to the school. Furthermore, this work of transplanting the trees is best done early in the spring when the school is in session and at its best so far as the interest of the pupils is concerned. In this way the forest nursery is even more adaptable to school use than is the ordinary garden.

A nursery on the lines laid down in this circular will not require any more labor and attention than a garden, if as much, with the possible exception that there is the added necessity of collecting and storing the tree seeds through the winter. However, if this is found impracticable, tree seeds may be purchased, just as vegetable seeds are, from dealers. The actual work of caring for the nursery is practically the same as that required for the care of the garden. The ground for the seed beds is prepared in the same manner, and the seedlings require about the same amount of attention that the vegetables do. On the other hand, the results will be much more enduring and valuable. Besides the opportunities afforded by the nursery for the study and instruction, the trees which are suc-

cessfully grown will, if wisely utilized, be a source of comfort, beauty, and even profit to the school or community for years.

The plan outlined in this bulletin is intended to furnish suggestions and directions by which a school may establish and care for a small nursery. It is realized that schools will seldom have the best kind of soil available, or be supplied with all the tools desirable to do this work with the best results. Consequently, the attempt is here made to give directions which will be applicable to schools with very limited resources.

It is intended, further, to make these plans usable over as wide a range of territory as possible. Certain localities, with unusual conditions of temperature or humidity, will undoubtedly face local problems which are not touched upon in this bulletin. In all such cases the Forest service of the United States Department of Agriculture invites correspondence with regard to the difficulties encountered, and will gladly furnish advice and suggestions free of charge.

## Extent of the Undertaking.

Work of this nature should never be undertaken on too large a scale. If too many seedlings are planted, the care of the nursery may prove so much of a burden that the students will find no pleasure in it, and when the trees are grown it will be hard to dispose of them without loss. Should the trees die, the natural inference on the part of the pupils would be that the work done by them in caring for the young trees was useless. It should therefore be the endeavor of each school to raise but few trees per pupil, but to grow these successfully and to transplant all of them with the smallest possible loss to permanent sites on the school grounds or about the homes in the community for shelter, timber, or ornamental purposes. This aim must be impressed upon the pupils if the lesson of the value of forest trees is to be taught. If only one tree per pupil is grown, but every one is safely transplanted to a permanent site where it may grow into usefulness and beauty, the work of the nursery will be infinitely more satisfactory than if hundreds of seedlings are produced and many of them allowed to perish.

## Cooperation Between Schools.

It will add greatly to the pupils' interest in the tree nurseries if schools located in different parts of the country exchange supplies of tree seeds. It is suggested, therefore, that each school endeavor to communicate with some other school situated in another locality, and by exchange secure some new varieties of tree seeds and introduce these new and unfamiliar trees into the community. It will be much more interesting for the pupils to watch the growth of a strange type of tree than merely to produce those with which every one is already familiar, and should the experiment be successful, these new trees may be made to serve a useful purpose if they are awarded as prizes for faithful work done by individual pupils. Care must always be taken, however, not to experiment too much with trees which are not likely to thrive because of the climate or other local conditions.

## The Care of the Nursery During Vacations.

One of the most difficult problems which the school will have to solve will be how to care for the nursery during the summer vacation. It will not do to leave the young trees which were planted during the spring term to take care of themselves through the hot months of July and August until school opens again in September. Some means must be devised to protect and care for them

during this time. Just how this will be accomplished depends largely upon the ingenuity of the teacher and upon local conditions.

It is evident that some sort of an organization on the part of the pupils whereby they shall voluntarily assume the duties of caring for the nursery is infinitely more desirable than any other plan, because it will insure the continued interest and attention of the school to its project. No definite outline of the exact form which this organization shall assume is possible in this bulletin, because of the varying conditions surrounding different schools; but there are certain things which it must accomplish in order to serve its purpose successfully. Provision must be made for the regular cultivation of the seedlings by hoeing and weeding once or twice each month, or oftener, during the summer. They must, as a rule, be watered with more or less frequency, depending upon the season. If the site of the seed bed is exposed to trespassers or to the depredations of animals, it must be protected by fencing. All this must be done thoroughly and without fail or nothing but disappointment will come of the undertaking, and the resulting discouragement will be worse than if nothing had been done.

How to accomplish these ends will be a problem which each school will have to work out of itself. Possibly one solution would be the organization of a "forestry club" composed of volunteer "forest rangers" whose duties shall be the protection and care of the trees, just as the government officers look after the trees of the national forests. These clubs may be the means of doing much good through the interest which they arouse in general forestry, as well as through the practical benefit derived from the nursery itself. The clubs could also arrange for an exchange of supplies of tree seeds and even of nursery stock, thus doing exactly the same work that commercial nurseries undertake in supplying new varieties of trees suitable and desirable for the community.

## Choosing Ground for the Nursery.

The bed in which the seeds are to be planted should be located on ground which is well drained. Level or gently sloping ground should be selected, for if it is too steep the soil may be washed away. If possible to secure it, ground which has been under cultivation for a year or more and, which is well pulverized is better for the purpose than new ground. Sometimes the use of such ground can be secured on the edge of cultivated fields or gardens bordering on the school grounds.

Care should be taken to select a site away from the play-ground, where it will not be trampled upon. Unless the plot of ground to be used is protected properly in this respect, all work done may be useless.

## Preparing the Soil.

Unless the land to be used is very rich and in good condition for the nursery, it is well to enrich it in the fall with well-rotted manure. The ground should then be plowed or, patted deeply and left without further preparation during the winter. In the spring, as soon as conditions will permit, it should again be worked over with a spade or plow and thoroughly pulverized by raking and harrowing, until all clods, stones, and rubbish have been removed. The better the condition of the soil the better the results will be. Too much attention can not be given to the preparation of the soil.

Uprooted seedlings suffer more or less when exposed to the wind and sun if only for a few moments, so great care must be taken to protect them. Sunny and windy weather should be avoided when transplanting trees, and the seedlings taken

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